Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: No Educator Left Behind Amount of Request: $ 75,000
District Name (Fiscal Agent for Consortiums): Emmett School District Number: 221
Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
221	Emmett Junior High	(T) P	(YES) NO
221	Emmett High School	(T) P	(YES) NO
221	Black Canyon High School	T (P)	(YES) NO
221	Shadow Butte Elementary	T (P)	(YES) NO
221	Kenneth Carberry Intermediate	(T) P	(YES) NO
221	Butte View Elementary	(T) P	(YES) NO
221	Sweet Elementary	(T) P	(YES) NO
221	Ola Elementary	T (P)	(YES) NO
221	The Patriot Center	T (P)	(YES) NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name	E-mail	Telephone
Sue Beitia	slbeitia@isd221.net	365-6301
Signature Sue Beitia		
District Technology Coordinator Name	E-mail	Telephone
Jolene Montoya	jmontoya@isd221.net	365-6301
Signature Jolene Montoya		
Project Director Name (if different than District Technology Coordinator) See above	E-mail	Telephone
Signature		

Additional Consortium/Partnership Participants:
(Add additional pages as necessary)

Organization Name Boise State University Center for Workforce Development		
Supervisor Name and Title* Brady Kraft, Program Manager	E-mail BradyKraft@boisestate.edu	Telephone 426-2989
Signature Charles Bostach for Brady Kraft		
Organization Name		
Supervisor Name and Title*	E-mail	Telephone
Signature		
Organization Name		

*Superintendent must sign for school districts. Dean must sign for Colleges of Education

Abstract

Need

Emmett School District is in its second year of School Improvement. Additionally Emmett Junior High is in its 4th year of School Improvement and is facing restructuring this year; four other schools in our district are in AYP alert status. Specific areas of need include overall achievement in math and language, as well as addressing the achievement in all subjects of students in subgroups. Research offers evidence that a technology-integrated curriculum provides better academic results than traditional instruction in relation to student achievement (Liao, 1999). This plan outlines a series of steps aimed at giving all professionals in our district the resources and knowledge needed to effectively integrate technology into the curriculum.

Project Description

In this project we propose to advance the use of technology in the classroom through the following activities: 1) establish and document the initial technology literacy and technology access baseline for every Education Professional; 2) implement local-customized professional development venues and provide greater access to technology; 3) deliver a series of research-based technology classes to achieve technology literacy equivalence between all ESD #221 Education Professionals; 4) provide specialized advanced topic training specific to the needs of Education Professionals; and 5) increase the ability of parents to utilize on-line resources to participate in the education experience of their children.

Support for School Improvement and Increased Academic Achievement

In 2006 the Metiri Group provided a summary of what the research says about the effectiveness of technology integration in schools. They report that "overall, across all uses in all content areas, technology does provide a small, but significant, increase in learning when implemented with fidelity." (Cisco Systems, 19) They go on to say that in order for technology integration to have a positive effect on student learning, serious attention must be paid to "professional development for teachers, school culture, curricular redesign, and teacher preparation." This project will address those issues by providing data in teacher readiness and needs, making a wider variety of technology available for teaching and learning, and implementing a systematic approach to professional development that is based upon the specific needs of educators.

Expected Outcomes and Impact (What the Project will Accomplish)

This project proposes a series of professional development courses aligned to the action strategies outlined in building and district-wide school improvement plans. The expected outcome of the project is to enrich the educational experience and academic achievement of our students by increasing the access, ability, and desire of teachers to understand and integrate technology in the classroom. By providing local, consistent, and ongoing professional development in a wide variety of technology applications, it is the intended result that an increased number of our educators will be able to participate in technology based courses and then use what was learned in the classroom immediately. It is the additional intended outcome to increase the productivity, increase data-driven decision making, and ease the burden of complying with district, state and federal requirements through this program.

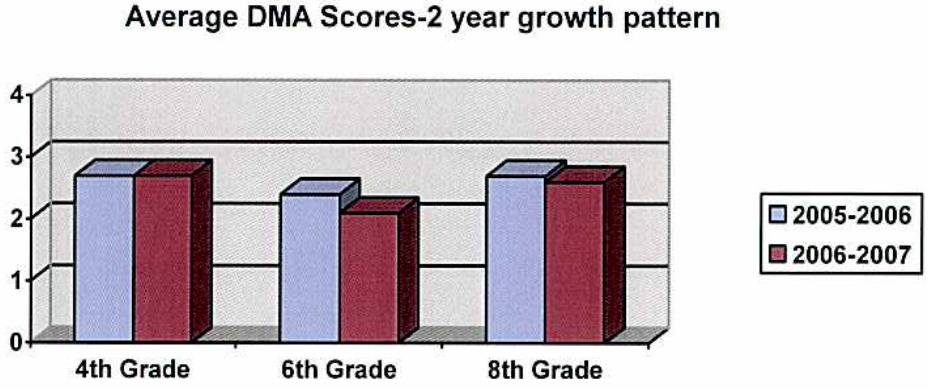
Educational Need

Documentation of Critical Need

AYP Status for the school in our district is shown in the table below. Emmett School District faces the challenge of increasing academic achievement for nearly all subgroups in the district in language arts, math, and in some instances, reading.

	Black Canyon High School	Butte View	Emmett High School	Emmett Junior High
Met AYP?	Yes	No: Alert status	No: Alert Status	No: School Improvement Year 4
Areas of Need	n/a	3rd Indicator Econ Reading	3rd Indicator Econ Reading Econ Math	Math 3rd Indicator Hispanic Math White Math Econ Math SWD Reading SWD Math
	Kenneth Carberry	**Ola Elementary**	**Shadow Butte Elementary**	**Sweet Montour**
Met AYP?	No: Alert Status	Yes	Yes	No: Alert Status
Areas of Need	3rd Indicator SWD Reading Proficiency SWD Math	n/a	n/a	3rd Indicator

Math Achievement has been a long-time challenge in our district, most specifically at the Junior High level, for several years. Our Direct Math results show that achievement is stagnant or even declining slightly from 2005-06 to 2006-07.



Over the summer the district purchased new, scientifically research based Math curriculum, K-12 which is currently being implemented in the 07-08 school year. This curriculum is technology rich, but teachers must be provided protected time to become familiar with the technology components of the curriculum if they are to effectively use these resources.

Demographics and Subgroup Achievement Levels
Emmett School District has the following demographics: 46% of students qualify for Free and Reduced Lunch, 5% of our students are English Language Learners and 11% are Students with Disabilities. The student population is 11% Hispanic, 2% other, and 87% White.

A subgroup proficiency summary report for is shown below.

ISAT Proficiency Levels: Spring 2007

	District Reading	District Math
Hispanic	70.63%	65.97%
White	84.11%	75.17%
LEP	60.00%	54.55%
Econ	77.05%	68.91%
SWD	50.00%	47.59%

Again, this shows that students who fall into a subgroup could benefit from opportunities to learn through hands-on technology rich experiences. These techniques are especially helpful for students with disabilities and English Language Learners.

Parent/Community Input
Last spring, The Emmett School District formed a committee to create a strategic plan that will inform decisions for the next 5-10 years. One of the activities included organizing a town hall meeting at which members of the community participated in a brainstorming activity that identified core values within our school system. Over 75 people attended this meeting. We heard several repeating themes that night. Two of those themes included the fact that parents want their children to be able to use technology as a tool and they want students to have the opportunity to apply learning in practical, relevant ways. Approximately 22% of all parents who attended marked these items as "core values".

Our district is proposing a structured, systematic program to ensure that all teachers know how to use and incorporate the resources we have into their lessons. Specifically, we want to partner with Boise State Universities' Center for Workforce Development to offer in-house classes focused on teacher's needs. These classes include the option of graduate credit, and will provide training that meets ISTE standards, as well as courses in district specific software programs. Once all professionals in our district have the resources and knowledge needed to effectively integrate technology into the curriculum we will be able to enhance student engagement and comprehension.

Project Narrative: No Professional Educator Left Behind

During **Phase I** the Director of Technology and the Technology Integration Specialist will collect baseline data documenting the technology access, knowledge and desires of every Education Professional in ESD #221.[1] Special interest will be paid to understanding what, when, where and how each educator would be able to maximize participation in professional development activities. Then, based on the results of the acquired information, customized local venues (facilities, instructors, local schedules,.. etc.) will be established such that professional development activities can be scheduled and delivered with minimal taxation on teacher time.

During **Phase II** Emmett School District will utilize the local venues established in Phase I to organize the delivery of a series of standardized courses and activities to achieve a minimum technology equivalence across ESD #221. Phase I and II will be repeated as necessary to serve new employees and to ensure that a minimum level of technology equivalence is maintained. We will partner with Boise State University's Center for Workforce Development to provide curriculum based on the ISTE standards, credit options for teachers, and teacher portfolio development whereby course enrollment is tracked. Additionally, Phase II courses will be used to provide classes for the parents of ESD #221 student, enabling them to understand and use educational specific on-line resources to participate in the educational experience of their children. Examples include the School Master Parent Access System and School Fusion.

Finally, with repeated applications of **Phase III**, this program will continue to utilize the established local venues to deliver additional professional development classes and activities as dictated by district, state and federal requirements. These courses and activities will include (but are not limited to) technology integration in the classroom (i.e., Blue Clickers, digital cameras, CPS Chalkboards, etc.), using Excel to create custom assessment reports, Internet for Educators, web design, use of AIMSweb, and additional PLATO training. During this phase we would also like to reward educators who attend technology training and then implement it into their room by providing them with greater access to technology. For example, teachers who attend 16 hours or more of training could "earn" a CPS Chalkboard for their classroom.

Action Plan

Phase I Goal 1 - Evaluate and document the current level of technology literacy and access for the Education Professionals within ESD #221.				
Objectives (What)	**Activities (How)**	**Target Dates (When)**	**Partners (Who)**	**Measurable Indicators**
Create Site Assessment Survey	1) Define areas to be measured 2) Generate survey and offer to staff	Grant award plus 30 days	1) School District administrators 2) Brady Kraft, BSU 3) Director of Technology	Completed survey, compiled results

[1] It should be noted that both of these positions are already in place within the district. This will not require a new position.

Phase1 Goal 2 - Establish a customized-local professional development venue to facilitate access, participation and delivery of professional development training.				
Objectives (What)	**Activities (How)**	**Timeline (When)**	**Partners (Who)**	**Measurable Indicators**
1) Identify local classrooms and labs available 2) Identify local professional development instructors	1) Coordinate with building principals to define facilities 2) Use professional networking and/or advertisement	Grant award plus 30 days	1) ESD #221 Administrators 2) Director of Technology 3) Technology Integration Specialist	1) Access to training venue 2) List of Instructors
Phase II Goal I - Provide all ESD #221 Education Professionals with the basic knowledge necessary to use technology tools in the execution of their primary educational responsibilities.				
Objectives (What)	**Activities (How)**	**Timeline (When)**	**Partners (Who)**	**Measurable Indicators**
Obtain technology literacy throughout the District	1) Identify Courses 2) Obtain Curriculum 3) Schedule Courses 4) Deliver Courses	Grant award plus 6 months	1) Director of Technology 2) Technology Integration Specialist 3) Education Professionals 4) Contract Instructors 5) Boise State University	1) percent of participation 2) Assessment improvement 3) credits awarded
Phase II Goal 2 - Provide all ESD #221 Education Professionals with increased access to classroom technology tools.				
Objectives (What)	**Activities (How)**	**Timeline (When)**	**Partners (Who)**	**Measurable Indicators**
Increase access to technology by Education Professionals	1) Purchase & install technology equip/software	Grant award plus 90 days	1) Director of Technology & Tech Department 2) Teachers	1) Receipt and installation of equipment and/or software
Phase II Goal 3 - Provide all ESD #221 parents with the opportunity to learn how to use on-line resources available to participate in and understand their student's educational experience.				
Objectives (What)	**Activities (How)**	**Timeline (When)**	**Partners (Who)**	**Measurable Indicators**
Increase parent knowledge and access of student progress through tech tools	1) Schedule classes 2) Deliver classes	Grant award plus 6 months	1) Program Administrator 2) Prof Dev Facilitators 3) Contract Instructors 4) Parents	1) Number of participants
Phase III Goal 1 - Utilize customized-local professional development venues to continue to provide professional development courses for the Education Professionals within ESD #221.				
Objectives (What)	**Activities (How)**	**Target Dates (When)**	**Partners (Who)**	**Measurable Indicators**
Provide advanced topic knowledge to Education Professionals	1) Identify advance topics 2) Schedule advance topic activities 3) Deliver advance topic activities	Grant award plus 1 year	1) Director of Technology 2) Technology Integration Specialist 3) Education Professionals 4) Contract Instructors 5) Boise State University	1) percent of participation 2) Assessment improvement 3) credits awarded
Overall Program Evaluation: Measurable Indicators				
1) A survey will be delivered annually assessing educator comfort level and use of technology integration, 2) State Assessments will be reviewed for increased student achievement in classrooms where teachers participated in 16 or more hours of technology professional development.				

Project Sustainability

Emmett School District has already implemented Phase I and Phase II through Title IIA funds on a very limited basis beginning in August of 2007. In the spring of 2006, Elementary teachers, grades 4-6 were given a survey regarding their current use and comfort level with technology. Over 50% of teachers reported that they "rarely" use tools such as Publisher, PowerPoint, Encarta, & Internet research. They stated that additional training, ongoing support, and easier access to technology was needed in order to use these tools more frequently. In response to this, we began offering computer courses in partnership with BSU on Mondays and Wednesdays from 4-6 p.m. Courses included SchoolMaster, GradeBook, Introduction to Windows, Word, PowerPoint, Publisher, and Excel. These courses were offered free-of-charge to all Emmett School District employees, both classified and certified. To view a list of courses offered in fall of 2006 visit the Emmett School District Website at http://www.isd221.net and select the "BSU/ESD Courses" link.

We propose to use EETT grant funds to expand the Phase I survey to all staff and to repeat Phase II course offerings at a wider variety of times and venues. In addition, some courses will be scheduled for parents so that they have an opportunity to learn to use software such as PASS, which provides secure access to grades and attendance data or PLATO I-PLN, which can support student learning at home.

Many teachers have expressed frustration when they attend these classes, get excited about technology integration, but then do not have access to the equipment that they learned to use. EETT funds could alleviate that frustration and provide wider access to technology in general. ICTL funds will assist in maintaining this new equipment once it is purchased. Additionally, once teachers begin to use technology in innovative ways within the classroom this opens the doors for further grant opportunities, which in turn helps to sustain existing programs.

We are hopeful that, once established, the program will be a integral part of the educational services provided in the Emmett School District. As such, stakeholders will work together to find other funding sources to continue the program. As this project represents a comprehensive professional development program, customized to serve the needs of the individual Education Professionals within ESD #221, it is anticipated that the results will be of interest to building and district administrators, board members, and local community members. Results will be shared via a summary report reflecting the beginning assessments, ending assessments, Education Professional participation, parent participation and classroom integration results.

Works Cited

Liao, Y.C. (1999). Effects of hypermedia on students' achievement: A meta-analysis. *Journal of Educational Multimedia and Hypermedia, 8*(3), 255-277. Retrieved June 16, 2006, from http://www.medvet.umontreal.ca/techno/eta6785/articles/Effect_hypermedia.PDF

http://www.learningpt.org/pdfs/qkey3.pdf

EETT 2007-2008 Title II (D) Federal Grant
No Educator Left Behind
Emmett School District

Activity	Funding Category	Amount
We want to offer local technology professional development in partnership with BSU. BSU charges only enough to cover costs of the project. Fifty dollars ($50) per credit hour pays for the instructor, curriculum, credit tracking, and BSU's portion of program management. We would like to offer 700 hours of professional development to teachers & parents over the next three years. We will enter into an agreement with BSU for the specific number of hours of instruction and then use those hours as defined by the needs assessments and surveys completed in Phase I. All funds will be fully expended by September 30th of 2010, although services may continue beyond that date.	300 Contracted Services	$ 35,000.00
The facilities where we hold professional development classes currently have Office 2000 installed on the computers. We would like to upgrade to Office 2007. Our vendor is Software House International. We can update 50 machines for $1,600.	400 Materials and Supplies	1,600.00
Installation supplies such as extra power supplies, cables, etc.	400 Materials and Supplies	1,000.00
After our initial survey we determined that the primary items of technology that teachers feel are missing in their classrooms are LCD projectors and CPS Chalkboards. The CPS Chalkboard gives teachers the freedom to teach from anywhere in the classroom and display Internet Resources, PLATO, PowerPoint, etc. on a whiteboard with a portable tablet and stylus. We would like to purchase 35 units. We can purchase units in groups of 5 for $1,580 plus shipping. Teachers will be required to attend a minimum of 16 hours of training in technology integration using this equipment before it will be installed in their classroom. Preference will be given to target schools.	500 Capital Objects	11,480.00
LCD Projectors are another tool that teachers need available on a regular basis in order to effectively integrate technology. With a recent math and science curriculum purchase were were able to secure 10 new projectors. We propose to buy an additional 31 projectors with the EETT grant funds.	500 Capital Objects	13,950.00
Many of our teachers also expressed interest in using PLATO in conjunction with the Blue Clicker wireless response systems. We would like to purchase 9 sets total, which would provide 1 set for every school in our district. Training specific to the use of this software would be incorporated into the professional development classes proposed above.	500 Capital Objects	11,970.00
Total		$ 75,000.00